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all acknowledge the freshness of its outlook, the acumen with which it is worked out, the charm of its presentation; the work has reached a seventh edition in France, and translations are many. The English version, which lies before us, is accurate and readable; its style improves—unless one is misled by the growing interest of the subject?—as the book proceeds. At any rate, it is in the early pages that I have noted inelegancies. "The formula exists well enough in a certain sense," "We might think of an immense avenue such as are to be seen in the forest," are sentences occurring in a single paragraph; "We must distinctly perceive, as though through a glass, a set-up mechanism," "A contemporary philosopher, an out-and-out arguer," are hardly model phrases; 'delimitate' is unnecessary, and 'Iéna' is not English. There is no index. E. B. T.

The Psychology of Education. J. WELTON. Macmillan & Co., Ltd. London, 1911. pp. 507.

In the author's words, "This book is a systematic treatise neither on psychology nor on education." It is intended rather to help teachers to form a practical psychology. All teachers, of course, have some such working theory, but they will be helped, the author thinks, by "generalisations from an experience wider than that of any individual educator, but of the same kind as those which each real educator makes." The teacher is advised that the psychology of value to him, that is, an understanding of the desires, plans, and thoughts of the child, is to be gained chiefly by observing the conduct of those in his charge, and by interpreting it in the light of his own conduct and his own experience, as known by introspection and especially by remote retrospection. The book, then, is a collection of such generalisations, under the chapter-headings: "Education and Psychology," "The Study of Mental Life," "Bodily Endowment," "General Mental Endowment," "Variations in Mental Endowment," "Nature of Experience," "Development of Interests," "Direction of Activity," "Learning by Direct Experience," "Learning through Communicated Experience," "Critical Thought," "Ideals," "Character." It is written at a common-sense level, and fails generally to consider technical and experimental work. W. S. FOSTER.

The Essentials of Mental Measurement. WILLIAM BROWN. The University Press, Cambridge, 1911. pp. 154.

The book is valuable to students in psychology and education as a careful and exceptionally concise presentation of quantitative theory, admirably supplemented by illustrations of its use and results in practice. Part I is a résumé of the general theory of mental measurement, with a description and comparison of the psychophysical methods. Part II deals with correlation. There is a discussion of its general meaning and use, and a clean-cut chapter on mathematical theory. Then follow a review and evaluation of the methods and treatment of data in historical investigations involving correlations. The author gives an account of a previously published investigation of his own, involving the correlation of mental abilities, and then discusses the significance of correlation for psychology in general, outlining the bounds of its usefulness. One is glad to note the emphasis the author puts upon the fact that, in measuring and comparing mental traits, psychology and method come first, mathematics and treatment of data afterward. W. S. FOSTER.

Scientific Mental Healing. H. ADDINGTON BRUCE. Little Brown & Co., Boston, 1911. pp. 258.

The book is a collection of eight essays, slightly revised from their original form of magazine articles. It treats of the evolution of mental healing, the history and methods of various schools of psychopathology (Janet, Freud, Sidis, Prince), of Christian Science and New Thought, discusses hypnotism and secondary selves, touches upon the applications of psychology to education, law and advertising, and adds a chapter on psychical research, and an appreciation of William James. The treatment throughout is of the 'popular' sort—anecdotal, sketchy and superficial.

W. S. FOSTER.

Experiments on the Generation of Insects. By FRANCISCO REDI of Arezzo. Translated from the Italian edition of 1688 by M. BIGELOW. Chicago, Open Court Publishing Co., 1909. pp. 160.

Intracellular Pangenesis; including a paper on Fertilization and Hybridization. By H. de VRIES. Translated by C. S. GAGER. Chicago, Open Court Publishing Co., 1910. pp. xiii., 270.

Some Neglected Factors in Evolution. By H. M. BERNARD. Edited by M. BERNARD. New York and London, G. P. Putnam's Sons. 1911. pp. xxi., 489.

Mendelism. By R. C. PUNNETT. Third edition, rewritten and enlarged. New York, The Macmillan Co., 1911. pp. xiii., 192.

The Open Court Publishing Company has made all students of life and mind its permanent debtors by the series of reprints and translations, two volumes of which lie before us. Redi was the first to disprove, by experiment, the generation of living things from dead matter; he is thus the pioneer on the road that led to the theory of biogenesis. Unfortunately, his observations on galls misled him, and he thought that 'the peculiar potency of that soul or principle' which gives rise to flower and fruit also engenders the worms in the galls. The translation is competent; it is, however, to be regretted that the work was not annotated by a biologist.

The *Intracellular Pangenesis* appeared in German in 1889; the paper on *Fertilization* dates from 1903. As Professor Strasburger remarks in an Introductory Note, no 'recommendation' of Professor de Vries' works is needed; they are consulted of necessity by all who are interested in the topics which they discuss. The translator, Professor Gager of the University of Missouri, contributes an interesting Preface.

The late Mr. Bernard is known by his papers in systematic zoology and by his work on the histology of the retina. In the present volume he gives us his general views of the course of organic evolution. Pt. i., *The Protomitotic Network*, outlines a theory of morphogenesis. The precellular unit of living structure is the chromidium, a particle of chromatin from which radiate delicate linin-filaments, and which is set in a fluid albuminous matrix to the surface of which the filaments extend. From the chromidium develops the cell, and from the cell develop in like manner individuals of a higher order; the linin-filaments persist as a continuum throughout the entire organism, and the chromatin collects at the nodes of the network to form nuclei. This theory leads the author to conceptions of histogenesis, ontogenesis and phylogenesis which, in many respects, differ widely from the ideas currently accepted. Pt. ii., *The Cosmic Rhythm*, argues that we can distinguish five great evolutionary periods, each one intro-